Welcome – we will start at 11:30 PST

Preparing for CDE® Exam
2018

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Preparing For the CDE® Exam

- Eligibility requirements
- Test Updates
- Get ready for success

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Topics

- Eligibility requirements
- Definition of a Diabetes Educator
- Exam content
- Study strategies
- Test taking tips
- Resources
Some Notes of Clarification

- Diabetes Ed Services has no relationship with National Certification Board of Diabetes Educators (NCBDE).
- For more info visit [www.ncbde.org](http://www.ncbde.org)

CDE® Coach App – Download Success

- Coach in your pocket.
  - Med Pocket Cards, Resources, Courses.
  - Standards of Care
  - Meds PocketCards
  - Question of the Week
  - Online Course Viewing

Why Take the CDE® Exam

- Demonstrates to people with diabetes, employers, and third party payers that the CDE® possesses distinct and specialized knowledge, thereby promoting quality of care for patients with diabetes.
- CDE® is the recognized standard for competence in diabetes self-management education.
- Given the diabetes epidemic, access to CDE®s is critical
What is a CDE®?

- A health care professional with comprehensive knowledge and experience in diabetes management, pre-diabetes, and diabetes prevention.
- Educates and supports people with diabetes to understand and manage the condition.
- Promotes self-management to achieve individualized behavioral and treatment goals that optimize health outcomes.

2018 - Professional Practice Experience – Must meet all

- A minimum of two years (to the day) of professional practice experience in the discipline under which one is applying for certification

AND

- Minimum of 1,000 hours of professional practice experience within the past 4 years in diabetes self-management education with a minimum of 40% (400 hours = about 8 hrs a week) accrued in the most recent year preceding application.

AND

- Minimum of 15 clock hours of continuing diabetes education within 2 years prior to applying for certification.

Unique Qualifications Pathway –

- Designed for health professionals holding an advanced degree in a health related area/concentration
- This pathway has different eligibility requirements and involves a “pre-application” process plus 2000 hrs DSME.
- For more: info@ncbde.org or call 877-239-3233
Professional Degree, DSME Practice Hours, plus CE

- Only experience occurring AFTER completing your professional degree can be counted toward the Professional Practice Experience requirement.
- Need 1000 hours of DSME Practice Hours
- If on Unique Qualifications Pathway, need 2000 hours of DSME

Practice hours through Volunteering

- 1000 of the needed professional practice hours can be gained through providing DSME as a volunteer
- Supervisor must attest that DSME provided meets criteria

From NCBDE Handbook

1. Are you a clinical psychologist, registered nurse, occupational therapist, speech therapist, physical therapist, physician, podiatrist, dietitian, or licensed health education specialist, certified diabetes educator, certified diabetes care and education specialist, dietitian nutritionist, or registered physician assistant, or your license, certification or registration current, active and unrestricted?

OR

- Do you hold a minimum of a master's degree in social work from a United States college or university accredited by a nationally recognized regional accrediting body?

OR

- Have you completed 1200 hours of practice experience in diabetes self-management education (DSME) within the last 5 years?

OR

- Have you completed a minimum of 16 hours of continuing education activities applicable to diabetes within the last 2 years?
Quick Question – Multiple answers

What are some of the underlying themes of the CDE exam?

a. CDEs support people in making behavior change
b. CDEs empower patients to improve diabetes self-management
c. CDE’s consider the individuals needs, goals and life experiences
d. CDE’s help all people with diabetes achieve an A1c less than 7%
e. CDEs collaborate and provide ongoing care

Diabetes Self-Management Education and Support (DSMES)

- All people with prediabetes and diabetes should participate in DSMES to facilitate the knowledge, skills and ability necessary to self-manage their diabetes.
- DSMES provides support to implement and sustain skills and behaviors needed for ongoing self-management.

Diabetes Self Management Ed Benefits

- Improves knowledge
- Lowers A1c
- Lose weight
- Improved quality of life
- Reduced all cause mortality
- Reduced health care costs
**Diabetes Self Management Ed Benefits**

- Increased primary care and preventive services
- Less frequent use of acute care and inpatient admissions
- More likely to follow best practice recommendations (especially those with Medicare)
  - Only 5-7% of Medicare pts receive DSME

**DSME Overall Objective**

- Support informed decision making
- Problem solving
- Active collaboration to improve clinical outcomes and quality of life
- Avoid judgmental words that increase feelings of shame and/or guilt
- Choose words and phrases that put people first
- Avoid shame and blame

**Definition of Diabetes Self-Management Education (DSME)**

- Health professionals who have appropriate credentials and experience
- It involves person with prediabetes or diabetes, caregivers, and educators
- Defined as ongoing process of facilitating the knowledge, skill, and ability necessary for self-care.
Definition of Diabetes Education

Assessment: Participant’s DE needs are identified with assessment & support of CDE

Education Plan: Individualized plan that reflects participant’s self-management goals, current evidence and practice guidelines. Includes criteria for evaluating outcomes.

Interventions: Educational and behavioral interventions that include strategies directed toward meeting participant’s self-management goals.

Ongoing Support: Options and resources are provided by the educator and selected by the participant to meet self-management goals.

Participant Progress: Educator monitors and communicates whether participant is achieving self-management goals and other outcome(s) to evaluate effectiveness of interventions. Additional assessments are based on participant’s needs across lifespan.

Documentation: Assessment, education plan, intervention, and outcomes are documented in participant’s health record.

Services Development/Administration: Development and administrative activities performed as part of DSMES services.

Critical Points to Provide Self-Management Education

- At diagnosis
- Annually to assess education, nutrition and emotional needs
- When new complicating factors arise that influence self-management
- Transitions in care
Applying to take the CDE® Exam

At the time of your online application you will receive:

- On-line notification of either approval
- Or that you have been selected for audit
- If you are submitting a paper application, call AMP if it has been more than 4 weeks since application was mailed and you have not received notice of receipt or audit. Call the AMP at (913) 895-4600

What is included in audit if requested?

- Licensure
- Documentation of Professional Practice Experience –
  - A journal of weekly hours of providing DSME
  - Supervisor to verify
- CE course verification
- Employment verification signed by supervisor

Test Taking Window

- The exam is administered on an ongoing basis
- Once application approved, candidates must schedule their testing appointment within a 90 day window on a date of their choosing
  - schedule an appointment to take the examination on a first-come, first-served basis through AMP’s online scheduling system
  - See application booklet for more details
When will I get my results?

- You will receive your test results the same day
- You can retake the test as many times as needed
- Cost –
  - 1st time $350
  - Renewal - $250

Scoring the Exam

- Reported as raw and scaled scores
  - Raw score: number of right answers
  - Scaled score: statistically derived from the raw score
- Total score determines pass/fail and is reported as a scaled score ranging between 0 and 99
- To pass: 70 scaled score units

CDE® Exam Pass rates over time

- 2008 – 80%
- 2009 – 69% (test changed based on work study analysis and computerized)
- 2010 – 69%
- 2011 -65%
- 2012 – 63.5%
- 2013 – 67 and 69%
- 2014 - 66 and 67%
- 2015 - 62 and 64% (test updated)
- 2016 – 67%
Overview of CDE® Exam

- Composed of 200 multiple-choice, objective questions with a total testing time of four (4) hours.
- Based on job analysis completed in 2013, which surveyed diabetes educators about the tasks they performed.

Exam Details

- Questions are linked directly to a task or tasks.
- Each question is designed to test if the candidate possesses the knowledge necessary to perform the task or has the ability to apply it to a job situation.
- 25 of the 200 questions are new but are not counted in the determination of individual examination scores.

Quick Question – Multiple answers

What are some study strategies that will help you succeed?

- a. Focus your study time on topics you are confident in.
- b. Take as many practice tests as possible
- c. Read as many books on diabetes as possible
- d. Develop a study plan and block off study time.
- e. Teach the content to someone else
Exam Content

- Assessment (60)
  - Learning/Self-Care Behaviors (20)
  - Medical, Psycho-Socioeconomic and Health Status (20)
  - Current Knowledge and Self-Management Skills (20)

- Intervention (89)
  - Collaboration with Patient, Family, Caregiver, and Healthcare Team (16)
  - Teach/Counsel Regarding Principles of Diabetes Care (50)
  - Evaluate, Revise and Document (17)
  - Follow-up and Referral Recommendations (6)

- Education and Program Standards (26)
  - National Standards for Diabetes Self Management Education (8)
  - Clinical Practice (16)
    - Inpt and Outpt Standards for ADA, AACE
  - Promote Diabetes Advocacy (2)

For detailed outline look in Testing Handbook
Hope you don’t mind a post directly from NCBDE posted on LinkedIn 2015

› Exam questions are created using any number of resources/references and each question has to be tied directly to a task on the exam content outline.
› A helpful idea-think outside your area of practice or population when reviewing the exam content outline
› work with an adult population - think about pediatrics or gestational -
› or mainly Type 1 population - think about Type 2 population.
› Then look for resources (whether say c.e. activities or hard copy/online resources) that will help you address those areas of weakness.
› The Exam handbook has information about preparing for the exam, including the exam content outline.
› Hope that helps and best of luck!

What to Study?

The Exam handbook has information about preparing for the exam, including the exam content outline.

Hope that helps and best of luck!
Get Started Tab

Our Level 3 Boot Camp CDE® is the next step on your path to becoming a Certified Diabetes Educator - $269
- Designed to help you pass the CDE® Exam.
- On Demand and ready for you!
- Series of 8 Courses – Join live or listen later
- New Series starts July 12, 2018

DiabetesEdUniversity.com

Diabetes Ed Course – Earn 32 CES

- 21 CEs for the Live Seminar plus
- 10 Bonus Online Courses, Earn 11.0 CEs – we include the content that best helps you succeed at the CDE® Exam and clinical practice.
- Plus 100+ page syllabus, healthy breakfast all days, gourmet lunches, CE certificates and a fun and engaging learning environment.
- Course fee of $599
Taking the Test

- Questions
- Answers
- Pitfalls

Reading too Fast Pitfalls

- Choosing a “good” answer, but not the right one for the stem
- Failing to read an important words (always, never, most, probably, usually)
- Choosing an answer you did not understand because the others seem too easy

Empowerment Errors

- Focusing on the medical need rather than the psychosocial needs
- Failing to keep in mind the patient’s characteristics (age, type of diabetes, etc.)
- We are supporting patients efforts toward behavior change.
Thinking Pitfalls

- Imaging a right answer and getting thrown when it is not among the choices
- Over thinking question/answers
- Choosing an answer that did not fit the situation
- Using the goals in your clinical setting. Focus on national goals.

Take a Practice Test – Learn how to “work” test questions

- Weed through the details
- Make sure you REALLY understand key intent of question
- Find the stem
- Identifies key intent of the question
- Read all the options or answers
- Eliminate obvious wrong answers
- Select BEST option

Look for Clues in The Answers

- Answers with the following words are usually incorrect: always, never, all, none, only, must, and completely
- Answers with the following words are usually correct: seldom, most, generally, tend to, probably, usually
Getting to the Right Answers

- Do not leave any answers blank
- Look for clues in the question
- Don’t get lured in by juicy answers
- Avoid imposing your life experience into the question/answer
- Keep breathing – Get up and move
- Even simple math problem should be worked out on scratch paper

Three Types of Questions

- Recall – facts, principles, procedures
- Application – ie – application of knowledge that varies based on pt characteristics
- Analysis – integration or synthesis of a variety of concepts or elements (ie evaluating complex problems with many variables.

Sample Question -1

- A patient is admitted to the hospital with elevated glucose levels with a strong family history of diabetes. She is started on fluid replacement and is placed on a clear liquid diet. Her father is in the room and is very concerned. Which of the following would suggest a diagnosis of new onset type 1 diabetes vs type 2 diabetes?
  A. Hyperglycemia
  B. Polyuria
  C. Ketosis
  D. Polydipsia
Sample Question 2

- MJ has type 1 diabetes and wants to know the possible complications that can result from hyperglycemia during the first trimester of pregnancy. Which of the following complications can result from 1st trimester hyperglycemia?
  - A. macrosomia
  - B. vascular defects
  - C. shoulder dystocia
  - D. spina bifida

Vignette Style Question

- Read the following vignette to answer the next 3 questions.
- A 47 yr old man with newly diagnosed type 2 diabetes. Additional known information.
  - Married, with 2 teenagers
  - Professor, obese
  - Started on Metformin 500mg BID
  - Father died of kidney failure secondary to diabetes

Vignette Style Question 1

- Given what you know about this patient, what emotions would you expect him to express?
  - A. Fear of hypoglycemia
  - B. Reluctance to start on insulin
  - C. Panic disorder
  - D. Fear of complications

analysis
Vignette Style Question 2

- What is most likely to be a potential barrier to lifestyle change?
  A. Difficulty exercising due to obesity
  B. Excessive alcohol intake
  C. Teenage children
  D. Long work hours

Vignette Style Question 3

- The patient requests information about healthy eating. Which meal planning approach best suits this individual until he can see a registered dietitian?
  A. 1,200 calorie exchange plan
  B. Avoid all concentrated sweets
  C. Eat 3 meals a day with snacks in between
  D. Healthy eating based on the “My Plate” method

Sample Question 3

Metformin is an antidiabetic agent different than that of sulfonylurea drugs. Some features of the drug are that it:

  A. Stimulates insulin secretion and increases hepatic glucose production.
  B. Causes hypoglycemia
  C. Lowers hyperglycemia in persons with diabetes, but does not lower blood glucose levels in people without diabetes.
  D. Results in weight gain and increase in plasma glucose levels.
New PocketCards – Updated 3/18

Sample question 4
A person with type 2 is on a twice daily dose basal/bolus insulin and complains of waking up with morning headaches. If the fasting capillary BG is 291, this person should be advised to:

A. Increase evening dose of basal insulin
B. Increase morning dose of bolus insulin
C. Check 3am blood glucose
D. Eliminate bedtime snack

Study Habits
- Find your best time of day to study
- Determine your learning style
  - Auditory – discussion, study groups, tapes
  - Visual – books, handouts, notes, videos
  - Kinesthetic – workshops, demonstration
- Set up a study space
- Set up a study plan
  - Schedule your time
  - Make an appointment with yourself

Study Group

- Set a location, time and schedule
- Have an agenda
- Set the rules
  - Everyone does their share
  - Everyone commits to attend
- Can be a great source of moral support and can help decrease test anxiety

Study Time

- Review of what you know: 30 to 40%
- Learning new materials: 60 to 70%
- CDE® prep courses, flash cards & sample tests
- Teach the content to someone else
- Use down time/waiting time productively

Knowledge = Confidence

- Most important aspect of test taking
- Knowing the content will improve your confidence
- As you study your knowledge base expands
201 Test Questions

Combating Test Anxiety

- Positive thinking and affirmations
- Use relaxation techniques we teach pts
- Take practice exam
- Rest well night before
- Know how to get to test site
- Arrive at exam room early
- Know your stuff – self-study or courses

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CDE® Success Page

"I passed the CDE exam! Yippee! I'm so glad I took the CDE Basic Camp class online as the exam was even harder than I expected. Thanks for your tips for passing! I will happily recommend your course to anyone planning to take the CDE. — Alice Bowens, RN, CDE

Enroll at www.DiabetesEdUniversity.com

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Standards of Care Meds PocketCards Question of the Week Online Course Viewing
You are Going to Do Great!